

Civics – Design Game Challenge!



Create a game that uses the background information (20 FACTS MINIMUM) from topics we have discussed in class.

Just about ANY kind of game will work...memory, matching, board game, spinner games, role-playing, card games...

Just think of your favorite card or board games and design it like that!

THERE IS A RUBRIC ON THE BACK (20 FACTS MINIMUM)...but here are big items to consider:

Game rules/instructions (how do you play, start, advance, take turns, right?, wrong?)

Game pieces/accessories (how many players, where do they go...)

Game board/structure (movement during the game, start and end points)

Game topics to choose from:

Legislative Branch (Chapter 5)

Executive Branch (Chapter 6)

Judicial Branch (Chapter 7)

Bill of Rights (Chapter 4)

Federalism (Chapter 3)

How a Bill Becomes a Law (Chapter 5)

Rubric for Game Design Project

Game Title: _____

Topic Name: _____ (Mr. Ranweiler, Civics)

Student Name(s): _____

Please Note: You may work independently or with ONE partner. If you work with a partner, *choose wisely*. You will both receive the same grade (as determined by the scoring guide below). You both will commit to receiving the same grade by writing a commitment statement on the back of this page (in your own handwriting) that both partners must sign. You will be assessed with the knowledge that you had support and had two members (vs. the work that would be produced by only one person) While all students should have high level work, your product should reflect two workers.

CATEGORY	Excellent (8-10 pts.)	Good (5-7 pts.)	Satisfactory (2-4 pts.)	Unsatisfactory (0-1 pt.)
Knowledge Gained	Student(s) could easily & correctly state at least 10 facts about the topic used for the game without looking at the game.	Student(s) could easily and correctly state about 5-6 facts about the topic used for the game without looking at the game.	Student(s) could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Student(s) could NOT correctly state facts about the topic used for the game without looking at the game.
Score Earned: /10				
Accuracy of Content	All information cards, pieces, or methods made for the game are correct.	The majority (75%) of the information cards, pieces, or methods made for the game are correct.	Half of the information cards, pieces, or methods made for the game are correct.	Several information cards made for the game are not accurate.
Score Earned: /10				
Attractiveness	Contrasting colors and at least 3 original graphics were used to give the game pieces visual appeal.	Contrasting colors and at least 1 original graphic were used to give the game pieces visual appeal.	Contrasting colors and "borrowed" graphics were used to give the game pieces visual appeal.	Little or no color or fewer than 3 graphics were included.
Score Earned: /10				
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out the game.	The rules were not written.
Score Earned: /10				
Creativity	The student(s) put effort & thought into making the game interesting, fun, and educational, to play.	The student(s) made the game interesting and educational but not fun to play.	The student(s) made the game fun, but it was hard to understand the game and learn from it.	The student(s) made little effort to make the game fun, and it lacked interest or educational value.
Score Earned: /10				
Content	At least 20 facts were used for the topic selected.	More than 12 and less than 20 facts were used for the topic selected.	Less than 12 but more than 6 facts were used for the topic selected.	6 or less facts were used for the topic selected.
Score Earned: /10				

You have earned _____ out of 60 total points possible. Comments: _____